



# **Early Years Foundation Stage Policy**

## **Revised March 2021**

## Background Information

- There are seven areas of learning and development that shape the educational programmes in our early years setting. All areas of learning and development are important and inter-connected. These areas are: communication & language; physical development; personal, social & emotional development, literacy; mathematics; understanding the world and expressive arts & design.
- At Stanley Grove we follow the 'Development Matters in the Early Years Foundation Stage' document which is guidance material supporting practitioners in implementing the statutory requirements of the EYFS. The Foundation Stage Curriculum is planned mainly through topic work. Half term topic webs/half term plans, detailed weekly and daily plans are completed by all Early Years class teachers.
- All staff in our foundation stage liaise with each other on a regular basis. This helps to ensure that good practise is shared regularly, staff are clear of intentions and reminded of routines and rules within our setting. It also ensures that staff build upon ideas with each other and staff are able to contribute appropriately in order to meet the needs of the children, as well as think about the classroom environment and resources. The range and type of activities and experiences provided for children are detailed on the half term newsletters which are sent out to parents and/or carers each half term.
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.
- In both our nursery and reception classes, play is initiated through designated areas. These may include writing, mathematics, reading, role play, construction, creative, exploration, sand, water, malleable, ICT, outdoor & music areas, etc. Children are also encouraged to apply their prior learning and enhance their learning in cross curricular ways through working on their varying skills within the different areas.
- The staff will complete a daily risk assessment of the outdoor and indoor areas prior to them being used by the children.
- In our early years setting children are provided with the daily government funded snacks and milk. If we are baking or at special occasions we may ask parents to contribute a small amount of money to our funds (no more than 50p per week) to enable us to do this. To ensure healthy, balanced and nutritious foods are given, we follow the whole school healthy food policy and meet the government guidelines. Before a child is admitted to our setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. We record and act on information from parents and carers about a child's dietary needs. The external catering company which provides our school lunches meet the dietary needs of the children in our school.

## Planning and Curriculum Delivery

In planning and guiding children's activities, practitioners analyse different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Continuous provision is planned for each area of the curriculum and is kept as a familiar area to develop independence. Enhancements linked to children's interests or school topics are used to further develop the experience for the children.

Each child's key person in the early years foundation stage is primarily their class teacher. The key person will help to ensure that the child becomes familiar with our setting at Stanley Grove, offer a settled relationship for the child and build a relationship with their parents. The key person will ensure that every child's learning and care is tailored to meet their individual needs and will seek to engage and support parents and/or carers in guiding their child's development at home. The key person will also help families engage with more specialist support if appropriate.

## First Steps and Parental Involvement

At Stanley Grove we offer 'First Steps' sessions to give the pre-nursery children a gradual introduction into school life. This helps to ensure a comfortable start for each child joining our part-time nursery classes the term after they turn 3 years of age, it is an effective welcome and support for parents and children; it gives parents ideas for how they can support their child and allows children to meet their class friends and the staff. When the children start nursery the practitioners work closely with the children during the first few days to reassure them and help them to familiarise themselves with our school environment and routines; in turn making the children joining our school feel more secure.

Before a child attends our early years setting; a one to one meeting with parents/carers and school is organised so that we can find out more about the child's interests and medical needs before they start attending. We provide a 'Working and Learning Together' document for parents/carers which fully explains our routines in school and the roles of the staff. In the reception class, at the start of each year parent/carers are invited to attend a group information evening where they are able to find out more information about the routines of our setting. On an annual basis parents are also invited to attend a one to one meeting where they have the opportunity to discuss their child's achievements with the class teacher. Parents are also encouraged to speak with the child's class teacher during the year. Nursery children can attend on a flexible 15 hour basis and this can be increased to 30 hours using child care vouchers or payments. Contact the school for more information.

## Progress and Assessment

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals. We monitor the children's development using the online 'Evidence Me' system, learning journeys and in Reception writing and phonic books, we

make teacher assessments and work with parents to form an overall judgement of attainment.

### Phonics and Reading

Phonics and reading is at the heart of our curriculum. Nursery children access pre-phonics activities which develop children's listening and attention skills. They learn and sing nursery rhymes every day and the teacher reads to them daily. Children repeat books, to develop vocabulary and knowledge of stories.

In Reception, pupils start to learn phonics which is a way of learning sounds to read and write. Children are assessed after three weeks of input and grouped according to their recollection of phonics taught. They have daily phonics lessons and children will have a decodable book, once they are able to blend sounds and read words. Decodable books are used repeatedly to develop fluency and confidence, and the children should be able to read these books easily. Children also take home age appropriate library books which we ask parents to read to them as part of their daily bedtime reading routine.

We also take the children to Stanley Library and parents are welcome to attend this with us.

### Information for parents and carers

- parents and/or carers can access more information regarding the EYFS via the DfE (department for education) website: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- parents can visit our school website at [www.stanleygroveprimary.co.uk](http://www.stanleygroveprimary.co.uk) to find further information regarding the daily routines of our setting, ideas on how to share learning at home & details of our policies and procedures.
- food and drinks provided for children will be detailed on the half term newsletter, sent out to parents
- In an emergency parents and/or carers should contact the school directly on 01924 303805 or email [contact@stanleygrove.wakefield.sch.uk](mailto:contact@stanleygrove.wakefield.sch.uk)

Current examples of our reading areas/displays in Nursery, Reception and outdoors:



Examples of our repeated read shared stories:

